

Mentor Workshop New Educator Strand

Sponsored by the Maine Department of
Education

Presented by:
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September, 2015

Department of Education Gifted and Talented Website

[http://www.maine.gov/doe/
gifted/](http://www.maine.gov/doe/gifted/)

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Maine's Definition of Gifted and Talented

Gifted and talented children are those students who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from gifted and talented education programs.

Categories of G/T in Maine

“Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in one or more of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Visual/performing arts

Changes

- ◆ A gifted and talented plan now called an initial application for a Gifted and Talented Educational Program
- ◆ Fully implemented program includes SS/SC
- ◆ 2008-2009 fully implemented arts
- ◆ All initial applications will be posted
- ◆ The guidelines now called Instructions

Initial Application for Gifted and Talented Educational Program

1. Philosophy
2. Program abstract
3. Goals, objectives, activities
4. Identification: general intellect, specific academic areas, arts
5. Procedures: screening, selection, placement, transfers, exit, appeals
6. Evaluation
7. Staff development
8. Costs

#1

Philosophic Considerations

- ♦ What do we want g/ts to be or do as an outcome of their education?
- ♦ Is learning how to learn more or less important than what is being learned?
- ♦ Is quantity or quality the focus of the program?
- ♦ Is progress measured against the group, the average, or the self?
- ♦ Is winning, scholarships, an indicator of program success?

Sample Philosophy: Academic

The guiding characteristic of the Gate Program is to provide the g/ts with extensions for learning which afford them open circuits for exploring, experiencing, and expressing. Enhancing the self as a learner and producer is the paramount concern. Activities and opportunities are thus structured to assist the student in assessing and capitalizing upon the unique abilities, talents, interests, and needs which represent him or her as a self.

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Program Abstract

- ◆ Acceleration- modification of entry level, pace, or exit level
- ◆ Enrichment- supplementation of depth, breadth, or intensity of content, process, and or product
- ◆ Guidance- facilitation of psychological development of social skills and self understanding

#2 Can you answer these questions?

- Why is your program necessary?
- What does a program provide?
- When and where will provisions for the program be made available?
- How will these provisions be put into operation?
- Who will be responsible for implementing these provisions?

Research findings

Acceleration

- ◆ No form of acceleration led to decreases in any area of performance- academic, social, or emotional
- ◆ All acceleration strategies produced a significant academic benefit, except concurrent enrollment, AP courses (nearly significant) and combinations of two options.

Karen Rogers (1999) makes the following six points as a result of her research:

- ♦ GT students are significantly more likely to retain science and math content accurately when taught 2-3 times faster than “normal” class pace
- ♦ GT students are significantly more likely to forget or mislearn science and math content when they must drill and review it more than 2-3 times
- ♦ GT students tend to mistrust the benefits of small group learning
- ♦ GT students perform significantly more highly when the majority of their time is spent in true peer interactions (academic core areas only)

Enrichment

Change:

- ✓ depth- sophisticated information not more facts
- ✓ breadth-going beyond the parameter of standard curriculum
- ✓ intensity- degree of involvement

Differentiate

- ♦ The content – what you want your students to know
- ♦ The process- how you want your students to think about what they know
- ♦ The product- how your students will show what they know

G/T Program Models

- ◆ The enrichment triad or School wide enrichment model - SEM- Renzulli, Reis
- ◆ Autonomous learner model - Betts, Kercher
- ◆ The integrated curriculum model - Van Tassel Baska
- ◆ The grid - Kaplan
- ◆ Parallel curriculum - Tomlinson, et al
- ◆ Others

Components of a Program Abstract

- Time designation
- Movement pattern / grouping
- Personnel
- Numbers affected
- Communication channels
- Record keeping procedures
- Learning expectations

Designing an Abstract

- Pullout classes – when it can be offered, how it can be organized
- Self contained classes – when g/ts are together full time
- In class cluster grouping – when it can be offered, how it can be organized
- In class differentiation – when classroom teachers differentiate with or without a gifted and talented teacher consultant.

Designing an Abstract

- Who does what, where, when?
- Will the student have an ILP?

Consider all factors

- School policies
- School philosophies
- Budgetary limitations
- Assessment of available facilities and materials
- Evaluation of school and community climate

#3 Program Components

1. Learning and development
2. Assessment
3. Curriculum planning and instruction
4. Learning environments
5. Programming
6. Professional development

#3 Goals, Objectives, Activities

Goal: To develop, implement and effectively manage comprehensive services for gifted and talented students.

Objective: By providing coordinated services of gifted education, special education, and related services

Activity: Educators in gifted, general and special education programs, collaboratively plan, develop, and implement services.

Gifted Education Program Standards: Standard 5, Programming
5.2 coordinated services

#4 Identification

- ◆ Screening
- ◆ Selection
- ◆ Tools
 - ◆ Objective
 - ◆ Subjective

Identification Tools

- ◆ Teacher nominations
- ◆ Parent nominations
- ◆ Peer nominations
- ◆ Self nominations
- ◆ Achievement tests
- ◆ Ability tests
- ◆ Performance Assessment
- ◆ Interviews
- ◆ Auditions
- ◆ Portfolio assessment

A Common List of Academic Characteristics

- ◆ Sees/creates patterns
- ◆ More intense interests
- ◆ More intellectually playful
- ◆ Better at sensing discrepancies
- ◆ Better at retention of information
- Learns more rapidly
- Stronger need to know
- Superior abstract thinking skills
- Superior communication skills
- Longer attention span
- Perceives more unusual relationships
- More imaginative

Screening

- During the spring, the NWEA is used as a general screening for students in grades 3, 5, 8.
- Teachers are given nomination forms in the spring and asked to consider all their students. Once they do consider all, they fill out a nomination form for those they consider gifted and talented.

Selection

In addition the CoGAT is given to all students who meet the standards for their particular grade.

Placement

The scores are analyzed along with teacher nomination forms. Students who meet all the identification criteria are placed in the program. Those who meet two of the three criteria are reviewed more closely and may require further assessment. The committee conducts a blind review to determine the final identification of gifted and talented students.

Testing: Causes for Concern?

The Flynn effect – IQ average 50 years ago was 100. Flynn looked at pattern of raw scores. IQ has been going up. There has been an increase each generation by 9 points.

Robert Sternberg, NAGC, 2001

Testing: Causes for Concern?

- ◆ Students whose instruction matched their pattern of abilities performed significantly better than the others.
- ◆ By measuring creative and practical abilities, we significantly improved our ability to predict course performance.
- ◆ Statistical analysis of the ability factors underlying performance on our ability test showed no single general factor (IQ). This suggests that the general factor or predictor of success may be narrow in the range of abilities.

Sternberg in "Ed Leadership", March 1997

Testing: Causes for Concern?

- ♦ According to a recent report, students living in poverty who score at the 75th percentile on a standardized assessment can be seen as equivalent to students from nonimpoverished families who score at the 95th percentile (Wyner et al.).

Marcia Gentry, Purdue Virginia
Gifted Child Quarterly, fall 2009

Testing: Causes for Concern?

- ◆ Culturally different learners tend to score about one standard deviation lower than middle class student on standardized intelligence tests.
- ◆ It is biased against minority and economically disadvantage children (Baldwin, 1991, Frasier, 1997).

#5 Policies and Procedures

- Transfer students
- Exit procedures
- Appeals procedures

- If the transfer student does qualify for services in RSU 202 under its local identification criteria, then the student will automatically be eligible for services. If the student was not identified in his/her previous school district, then the student should be automatically reviewed in his/her new district within 45 days of the record review.

- Qualified students are eligible to continue in the gifted and talented program from one year to another unless there is a written request for a student to exit the program from the teacher of the gifted and talented, the parent/guardian, counselors or administrators.

- Exiting of students from gifted and talented services is based upon multiple criteria including student performance in the program, psychological or personal reasons, and is finalized by a consultation with parents and teachers.
- Prior to formal exit from the program, the following steps will be followed:
 1. Document and review student progress
 2. Conference with student, parent, and other appropriate professional educators
 3. Formal notification of parent

- The concerned person initiates an appeal in writing to the teacher of the gifted and talented. The teacher of the gifted and talented may conduct an alternate test. If an achievement test score was low, an alternate achievement test may be administered. If an ability test score was low, an alternate ability test may be administered. The gifted and talented advisory board or identification committee may meet to reconsider eligibility in terms of new test results, additional data, and/or student products.

#6 The Purpose of Program Evaluation

“An evaluation is scarcely worth the paper it is written on if it does not provide relatively specific information that supports the maintenance, modification, or termination of *particular* program components.”

J. S. Renzulli

Program evaluation: hard questions

- ♦ Is there a discrepancy between the way the program is described and the way it is being carried out?
- ♦ Are students more “creative?”
- ♦ Are they more “excited” about school?
- ♦ Do the teachers really change strategies as a result of staff development?
- ♦ Do parents have a positive attitude toward the program?

Program Evaluation

- ♦ What instruments will you use to collect data?
- ♦ How will you collate the data?
- ♦ How will you report the data?

<http://www.maine.gov/doe/gifted/>

#7 Staff Development and Staffing

- . Staff Development
- . GT endorsement
- . Administrators
- . Teachers
- . Ed techs
- . Contractors

#5

RSU 202 will support professional training and development in terms of financial support and release time in order to encourage the teacher's professional growth. This will include courses, conferences, workshops, and webinars specific to gifted education as well as associated costs

#6 Describe who may do what when:

- The teacher of the gifted and talented works under the overall direction of the SAU's Curriculum Coordinator and the building principal (s) from which he/she works.
- The teacher of the gifted and talented may collect nominations each spring.
- The teacher of the gifted and talented may schedule testing for students in the screening pool each fall.
- The teacher of the gifted and talented may write letters and ask parents' permission to individually test students each fall.

Watch for:

- Program plan does not mesh with the overall school organizational structure or instructional goals.
- Overemphasis on a single feature of a program to the exclusion or dilution of other features.
- Program design looks good on paper but is not practical.
- Decision making is shaped by wants rather than realities.

#8

Description of costs and
justification.

#9 Budget aligned with MEDMS

- . Professional staff
- . Auxiliary staff
- . Contractors – name
- . Educational materials/supply name
- . Other – item name
- . Student tuitions: Program name
- . Professional development- title

Commercially produced material

- ♦ Units developed under the Javits Grant
- ♦ Units published by Kendall Hunt by Joyce Van Tassle Baska
- ♦ Ill structured problems : Illinois Mathematical and Science Academy www.imsa.edu
- ♦ Duke University: www.jayi.com
- ♦ Educational program for gifted youth
epgy-info@epgy.stanford.edu
- ♦ Virtual school for the gifted from Europe
www.vsg.edu.au/noframes/courses/htm
- ♦ ALEX math program online
- ♦ Renzuilli learning website

Websites for all educators of G/Ts

- www.hoagiesgifted.org/materials.htm
- www.hoagiesgifted.org/onlinetexts.htm
- www.hoagiesgifted.org/onlinehs.htm
- www.sdcoe.k12.ca.us/score/cyberguide.htm/onlineLit.units
- www.archive.org/details/apcourses
- www.aleks.com
- <http://ocw.mit.edu/OcwWeb/Physics/8-01Physics-/fall1999/courseHome>
- www.digitalhistory.uh.edu/
- www.webteacher.org
- www.bbc.co.uk/languages
- www.learner.org/resources/browse.html
- <http://ce.byu.edu/courses/pe999052076004/public/start.htm>
- www.nagc.org
- www.SENGifted.org
- www.gifteddevelopmentcenter.com

More Helpful websites

- ♦ http://austega.com/gifted/articles/Rogers_researchsynthesis.htm - good research information
- ♦ <http://www.gifted.uconn.edu/nviews/nviews.html> - access News & Views for good curriculum links
- ♦ http://www.newhorizons.org/future/Creating_the_Future/crfut_sternberg.html - Sternberg site
- ♦ www.tielinstitute.com - Teaching for intellectual and emotional learning
- ♦ www.davidson-institute.org - research, curriculum, support, an excellent site

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